

Chapter 2

SAT – IMPLEMENTATION OVERVIEW

SAT School Day Implementation Overview

Michigan Merit Exam Spring 2016
Administration
MME Day, November 4, 2015

Introductions

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Session Goals

- Provide a detailed overview of the steps in the implementation process for the MME SAT School Day administration.
- Respond to questions from participants.

Agenda

Topics we will cover:

- Administration date details (Primary and Make-up)
- Important Dates and Deadlines
- Roles and Responsibilities
- Attending Institution & Test Center Set-up Process
- Pre-ID Labels & Test Materials
- Services for Students with Disabilities (SSD) Accommodations Requests
- Planning Schedules, Rooms, and Staff
- Test Center Supervisor and Test Center Staff Training
- Test Materials Delivery and Return

Appendix

- Accommodations Matrix
- Disability Mapping

SAT School Day Spring Test Administration

- SAT will be the first day of the Michigan Merit Exam.
- The SAT administration is: **April 12, 2016**
All students testing in the standard room are required to test on this date. This includes students without accommodations and any students with accommodations that don't impact timing where the students test in the standard room and those testing with 50% extended time for math or essay only. For example, large-print only test book.
- The window for students testing with "school-based" accommodations: **April 12-15, 2016**
 - These accommodations include braille, reader script, assistive technology compatible, MP3 audio, and students testing over 2 days (50% reading extended time and 100% extended time).
- The SAT Make-up administration is: **April 26, 2016**
- The Make-up administration window for students testing with "school-based" accommodations is: **April 26-27, 2016**

Spring 2016 Milestones and Deadlines

Activities	Date
Non Public School Intent to Test Deadline	11/6/15
Identify key staff and update Secure Site with contact information	11/13/15
All schools attending institution (AI) codes established.	Mid-December
Pre-ID Window in MDE Secure Site Opens	1/11/16
Deadline to submit offsite test plans	1/15/16
Test Center Supervisor training materials mailed	2/5/16
Test Center Supervisor and Test Day staff online training available (SAT)	2/18/16
Pre-ID Window closes in MDE Secure Site	2/16/16
SSD Deadline	2/16/16
Materials ship to test centers	3/19/16
SSD Roster Check deadline	3/29/16
Test Center Supervisor Training completion deadline	3/30/16
Affix Pre-ID Labels and have students complete the Student Data Questionnaire	3/29-4/11/16
Test Administration	4/12/16
Accommodated Testing Window for School Based Accommodations	4/12-4/15/16
Return of Test Materials	4/12/16
Makeup Test Date	4/26/16
Score Reports	Mid/Late-May

Roles and Responsibilities at Participating Schools

- **Principal** is our main instructional contact at the school and is responsible for:
 - Receiving and distributing general information about the Official SAT Practice through Khan Academy.
 - Receiving the school's allotment of School Day Fee Waivers for distribution to eligible students.
 - Enlisting the aid of other staff, but s/he will be the College Board's main contact.

Roles and Responsibilities at Participating Schools

(slide 2 of 5)

- **SSD Coordinator** is responsible for:
 - Being the school's liaison with the College Board's Services for Students with Disabilities office.
 - Submitting accommodation requests for all students who request them at his/her school.
 - Administering the test to students who have a non-standard administration of the test and appear on the Non-standard Administration Roster (NAR).
 - Reviewing your contact information in the Education Entity Master (EEM) and providing updated information to the District authorized EEM user to update.

Roles and Responsibilities at Participating Schools

(slide 3 of 5)

- **Test Center Supervisor (TCS)** is responsible for:
 - All aspects of the School Day administration at a school, including:
 - Pre-admin activities like test center set-up, planning rooms and staff for test day, and receiving and securing test materials.
 - Everything on test day, including distribution of materials, monitoring of all test day activities and staff, packaging and returning test materials, and completing Supervisor Irregularity Reports.
 - TCS may choose to enlist the aid of others at the school to help him/her with student data questionnaire completion and test day planning and set-up.
 - The TCS will remain the main contact and receive all communications from the College Board and ETS.
 - Identifying staff to serve as **Associate Supervisors, Proctors** and **Hall Monitors** for test day staff support
 - Reviewing your contact information in the Education Entity Master (EEM) and provide updated information to the District authorized EEM user to update.

Roles and Responsibilities at Participating Schools

(slide 4 of 5)

- **Associate Supervisor(s)** are accountable for everyone in the testing room and everything that takes place in that room including management of all testing materials, conduct the testing and monitor test-takers to ensure a fair administration
 - We recommend using current or retired teachers, counselors, administrators, or other educators who are familiar with test administration and/or classroom management.
 - Each room requires one Associate Supervisor.
 - One Associate Supervisor must be designated as the back-up for the Test Center Supervisor

Roles and Responsibilities at Participating Schools

(slide 5 of 5)

- **Proctor(s) and Hall Monitors** are responsible for assisting the Test Center and Associate Supervisors.
 - Proctors do not administer the test, but they do help set up the testing area and monitor testing. Hall Monitors patrol the hallways during testing to make sure the testing area remains quiet and secure.
 - Proctors and Hall Monitors may be members of the school staff or other adults who have been trained to help Test Center Supervisors and Associate Supervisors.

Required Roles in EEM for SAT School Day

- SAT Test Coordinator (Building)
- SAT Backup Test Coordinator (Building)
- SAT Services for Students with Disabilities Coordinator (Building)
- Please review your contact information in EEM for accuracy ASAP.
 - The contact information is required to allow College Board to send communications and materials to the appropriate school personnel.
 - If updates are needed, please contact your authorized district EEM user to make these updates, no later than **11/13/15**.

Attending Institution (AI) & Test Center Establishment

(slide 1 of 2)

- College Board creates two identifiers for schools administering the SAT
 - An Attending Institution (AI) code that represents the unique identifier for the school.
 - A Test Center code which represents the location where testing will take place.
- Establishment is a two step process:
 - College Board will use the school entity data provided by MDE from the Secure Site to verify and/or assign Attending Institution (AI) codes to all schools
 - ✦ All schools will be notified and provided their AI code by **12/7/15**.
 - ✦ A test center code will be setup at the same time for the school location..
 - Schools that will be testing in off-site locations, must submit a request and complete a test plan by **1/15/16**. Details will be posted to the [College Board/Michigan website](http://www.collegeboard.org/Michigan) (<http://www.collegeboard.org/Michigan>) and shared via Spotlight in early November.

Attending Institution (AI) & Test Center Establishment

(slide 1 of 2)

- Non-public schools should have received an email communication requesting confirmation of their intent to participate in SAT and MME testing.
 - Confirmation of testing intent is required by **11/6/15**
 - To confirm call (866) 870-3127 (select Option 1) or email michiganadministratorsupport@collegeboard.org
 - Provide your state assigned District and Building codes, the name of your school, and the names of the assessments you wish to administer.

Pre-ID Labels & Test Materials – Initial Administration

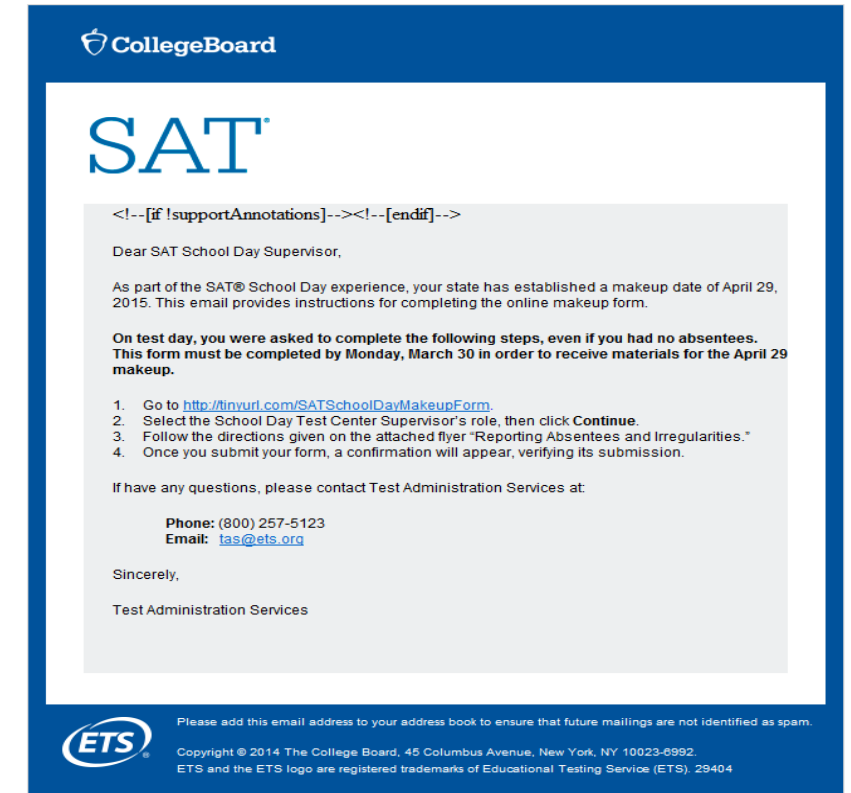
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- College Board will determine your material order based on
 - The students Pre-ID'd in the Secure Site.
 - The students approved for accommodations via College Board's online system.
- Labels will be shipped to each school for all students who were Pre-ID'd so they may be affixed to student answer sheet and Student Data Questionnaire in advance of test day.
- College Board will ship a small overage of test materials to account for standby test takers, typically students who are last minute transfers into the school, etc.
 - These students must be Pre-ID'd in the Secure Site before testing and schools must generate a Pre-ID label onsite to affix to the answer sheet.
 - College Board will ship a supply of blank labels so schools can generate labels on site for standby test takers.

Pre-ID Labels & Test Materials – Initial Administration

(slide 2 of 2)

- Students who miss the initial test administration, will be required to take the SAT on the makeup date.
- Test Center Supervisors and SSD Coordinators will receive an email reminding them of the makeup date with a link to request the necessary makeup materials.
- Test materials will be sent based on the counts provided in the online form, Early Reporting Form- Absentees & Irregularities.
- Schools will need to generate labels for all students participating in the makeup administration.



Student Data Questionnaires

- Each school will receive a shipment of Student Data Questionnaires (SDQ), instruction booklets, and pre-ID labels to be completed in advance of the test date.
- While completing the SDQ, students can choose to participate in the Student Search Service.
 - Student Search Service helps connect students with colleges, universities, and scholarship opportunities that match up with students' interests and needs.
 - Participating in Student Search Service is entirely optional.
- Instruction booklets must be distributed to each student
 - Contains instructions for completing the SDQ.
 - Contains important information about the SAT, such as Terms and Conditions.

Student Data Questionnaire

2014-15 SCHOOL DAY SAT® QUESTIONNAIRE
 Print in CAPITAL LETTERS. Use black or blue ink (no pencil) to fill in all information.
 Complete both sides of the form, following the instructions given in the
 Registration and Questionnaire Guide.

WIDE 1

1. NAME (REQUIRED) Enter your legal name including surnames, surnames, and spaces (first-surname last) in all caps.
 LAST NAME (Family Name) - Last 10 letters: _____ FIRST NAME - Last 10 letters: _____

2. DATE OF BIRTH (REQUIRED) Enter your date of birth (month, day, year) in all caps.
 Month: ____ Day: ____ Year: ____

3. REGISTRATION NUMBER (REQUIRED) Enter your registration number and first five corresponding zeros. If you do not have an SAT Score, use 00000. If you have an SAT Score, use your score.

4. MAILING ADDRESS (REQUIRED) Enter your mailing address (street, city, state, ZIP Code) in all caps.
 (Enter 1 street address or P.O. Box) _____
 (Enter 2 Apartment number if applicable) _____
 City: _____ State: _____ ZIP Code: _____

5. COLLEGE BOARD HIGH SCHOOL CODE (REQUIRED) Enter your high school code (see instructions) in all caps.

6. SAT SCHOOL DAY TEST INFORMATION (REQUIRED) Indicate the SAT School Day administration to which you are participating (SAT only use SAT).

7. STUDENT SEARCH SERVICE* (STRONGLY RECOMMENDED) Indicate whether you wish to participate in the Student Search Service.

8. STUDENT ID NUMBER Enter your student ID number (see instructions) in all caps.

9. EMAIL ADDRESS (STRONGLY RECOMMENDED) Enter your email address (see instructions) in all caps.

10. STATEMENT AND SIGNATURE (REQUIRED) Copy the statement below. Use reverse/questionnaire side for signature. If you are not sure how to write or sign, use the best you can. The statement must be made in your own handwriting style.
 I hereby agree to the conditions set forth in the Registration and Questionnaire Guide and other SAT School Day materials provided to me and certify that I am the person whose identifying information appears on this Questionnaire Form.

 SIGNATURE (Sign as you would on an official document.)
 By submitting this form, you agree to the conditions in the Registration and Questionnaire Guide and materials provided to you. You also agree with the SAT Test Security and Fairness policies and understand that any violation of these policies will result in score cancellation and may result in reporting of certain violations to law enforcement.

OFFICIAL USE ONLY

AFTER COMPLETING THIS SIDE, TURN TO SIDE 2 TO COMPLETE THE SAT QUESTIONNAIRE.

2014-15 SCHOOL DAY SAT® QUESTIONNAIRE
 Print in CAPITAL LETTERS. Use black or blue ink (no pencil) to fill in all information.
 Complete both sides of the form, following the instructions given in the
 Registration and Questionnaire Guide.

SIDE 2

11. SAT QUESTIONNAIRE To answer these questions, please see the Registration and Questionnaire Guide.

1. AREA OF STUDY Select one or more areas of study that interest you.

2. MATHEMATICS COURSES Indicate the mathematics courses you have completed or are currently completing.

3. ENGLISH LANGUAGE ARTS COURSES Indicate the English Language Arts courses you have completed or are currently completing.

4. NATURAL SCIENCES COURSES Indicate the natural sciences courses you have completed or are currently completing.

5. SOCIAL SCIENCE AND HISTORY COURSES Indicate the social science and history courses you have completed or are currently completing.

6. FOREIGN AND SECOND LANGUAGE COURSES Indicate the foreign and second language courses you have completed or are currently completing.

7. AVERAGE GRADE Enter your average grade for each course.

8. GRADE POINT AVERAGE Enter your grade point average for each course.

9. CLASS RANK Enter your class rank for each course.

10. ART AND MUSIC EXPERIENCE Indicate your art and music experience.

11. HIGH SCHOOL AND COMMUNITY ACTIVITIES Indicate your high school and community activities.

12. PASTORALITY Indicate your pastorality.

13. ACADEMIC PLACEMENT PROGRAMS/TESTS/RESULTS Indicate your academic placement programs, tests, and results.

14. HELP REQUESTED Indicate the help you request.

15. COLLEGE PROGRAMS AND ACTIVITIES Indicate your college programs and activities.

16. FINANCIAL AID Indicate your financial aid.

17. PREFERENCE Indicate your preference.

18. ETHNICITY Indicate your ethnicity.

19. A FIRST LANGUAGE Indicate your first language.

20. A SECOND LANGUAGE Indicate your second language.

21. CITIZENSHIP Indicate your citizenship.

22. RELIGIOUS PREFERENCE Indicate your religious preference.

23. SELF-IDENTIFY Indicate your self-identify.

24. PARENTS' EDUCATION Indicate your parents' education.

25. FAMILY INCOME Indicate your family income.

26. DEGREE GOAL Indicate your degree goal.

27. CHOICE OF MAJORS Indicate your choice of majors.

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Requesting Accommodations for Students with Disabilities

(slide 1 of 3)

- Accommodations are requested through the College Board's Services for Students with Disabilities (SSD) office using the [SSD Online System](https://www.collegeboard.org/students-with-disabilities/ssd-online) (<https://www.collegeboard.org/students-with-disabilities/ssd-online>).
- We encourage everyone to start early!
- Requests for accommodations should be submitted by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- Any student that participated in other College Board assessments and received approved accommodations will not need to reapply unless their accommodation needs change.
 - This includes PSAT/NMSQT and Advanced Placement tests
- For students that have a temporary condition caused by injury or accident, do NOT submit via SSD Online. Instead, complete the Temporary Conditions Form available on our [website](#).

Requesting Accommodations for Students with Disabilities

(slide 2 of 3)

- If your school has not designated an SSD Coordinator, complete the [SSD Coordinator Form](https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access) (<https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access>) to request access to SSD Online
- Schools may have more than one SSD Coordinator
 - One SSD Coordinator is designated as Primary and receives all communications from the College Board.
 - Other SSD Coordinators may access SSD Online to input accommodations requests.
- Any schools with an attending institution (AI) code may begin requesting accommodations at anytime.
- Schools who do not yet have an AI code from College Board will need to wait until you receive your AI Code from College Board in December.

Requesting Accommodations for Students with Disabilities

(slide 3 of 3)

- Provide your Primary SSD Coordinator information to the District authorized EEM user so that College Board has your contact information and the information is consistent with the information provided by MDE.
- Detailed webinars about College Board SSD and requesting accommodations for students are posted at the [College Board/Michigan website](http://www.collegeboard.org/Michigan) (<http://www.collegeboard.org/Michigan>)
- An additional SSD webinar will be offered on **January 13, 2016**.

Requesting Accommodations – State Allowed

- Schools should request College Board accommodations for all students with the exception of the following accommodations types:
 - Reading content and test questions in the student's native language.
 - Use of a bilingual word-for-word, non-electronic translation glossary for English language learners.
 - Signing of the content and test questions in American Sign Language (ASL).
 - Student responds in American Sign Language (ASL).
- Students who test with one of the above accommodations will NOT receive a college reportable score.
- Requests for State Allowed Accommodations are also submitted via SSD Online by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- These are considered State Allowed Accommodations. More information will be available in Spotlight and included in the accommodations webinar on **January 13, 2016**.

Accommodations – Late Requests

- All requests for accommodations should be submitted by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- College Board will support accommodation requests after the deadline for the following types of requests:
 - Students who recently changed schools
 - Students who have recently changed school districts
 - Students who are newly enrolled in the state
 - Students who have been newly classified in a grade 11
 - Students with a new IEP
- College Board will make all efforts to expedite the review of the submission and, if necessary, coordinate the delivery of testing materials needed for the student prior to the initial test date.

Accommodations – Late Requests

(slide 2 of 2)

- Should the need for a late accommodation request surface, the SSD Coordinator should:
 1. Submit the accommodation request immediately through the SSD Online system including documentation if applicable.
 2. Contact the College Board Educator Call Center at 866-870-3127 and select option #1. Advise the agent of the newly submitted accommodation request, along with the following:
 - ✦ the reason for the late request
 - ✦ student's information (full name, DOB, AI code)
 - ✦ SSD Coordinator's full name and contact information.
- If upon entering the request in the SSD Online system the SSD Coordinator identifies an existing approved accommodation for the student that matches the intended request, no further action is required.

Accommodations and Testing Rosters

- Schools will use Secure Site to create a roster of all students testing.
- The SSD Coordinator should do the following by **March 29, 2016:**
 - Confirm that all students requiring accommodations that were submitted by the February 16, 2016 deadline have been approved for accommodations via SSD Online.
 - Confirm the number of students who will be testing outside of the standard room to finalize room needs, staffing, and scheduling.
 - Review the Non-Standard Accommodations Roster (NAR) within the SSD Online system to verify accommodations. If a student does not have the appropriate accommodations listed on the roster or the NAR contact SSD Support.

Planning for Schedule on Test Days

- Testing time, with administrative tasks included:
 - SAT School Day: 4 hours, 22 minutes
- School schedules will require some adjustments
 - Lunch periods
 - Testing cannot be interrupted for lunch, so lunches must take place after testing is complete
 - Students may eat snacks during breaks
 - Bell schedules
 - Bells must be silenced during test administration
- Other College Board Assessments that are part of MME (PSAT 8/9 and PSAT 10) have different testing times
 - Consider the testing times for all tests being given on April 12th as you plan your school building's schedule

Planning for Schedule on Test Day

SAT Sections	Time (in minutes)
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Variable section with Reading, Writing, or Math Questions	N/A
Book collection/ Essay distribution	15
Essay	50
Total (hours, minutes)	4h, 22m

****Does not include pre-administration time.**

Planning for Testing Rooms

Size of cohort testing and size of rooms used for testing determine number of rooms needed.

- Options for rooms include:
 - Larger spaces, such as auditoriums and gymnasiums
 - Smaller spaces, such as classrooms
- Seating diagrams for different room types are available in Test Center Supervisor's Manual
 - Spacing requirements and furniture requirements
- Location of testing rooms within the building
 - Separated from other classes/tests on different schedules or taking different assessments
 - Minimize noise and other disruptions when classes or other assessments break
 - Area where there will be minimal noise/distractions from outside the building
 - Access to restrooms

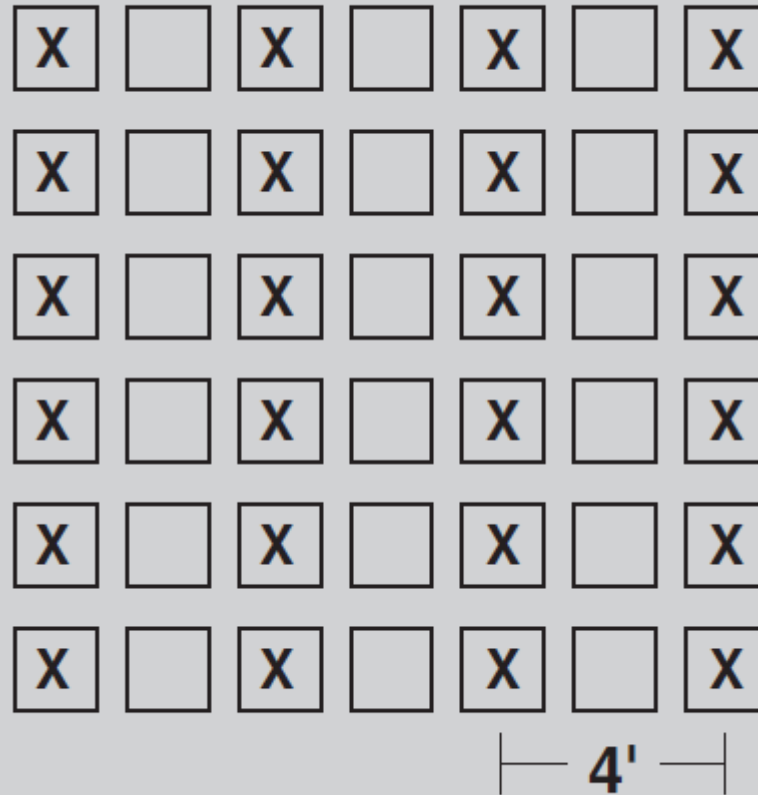
Seating and Furniture Requirements

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of four feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring six feet in length or less.
- Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- Provide a large, smooth writing surface, preferably desks or tables.
- Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

Sample Seating Plans

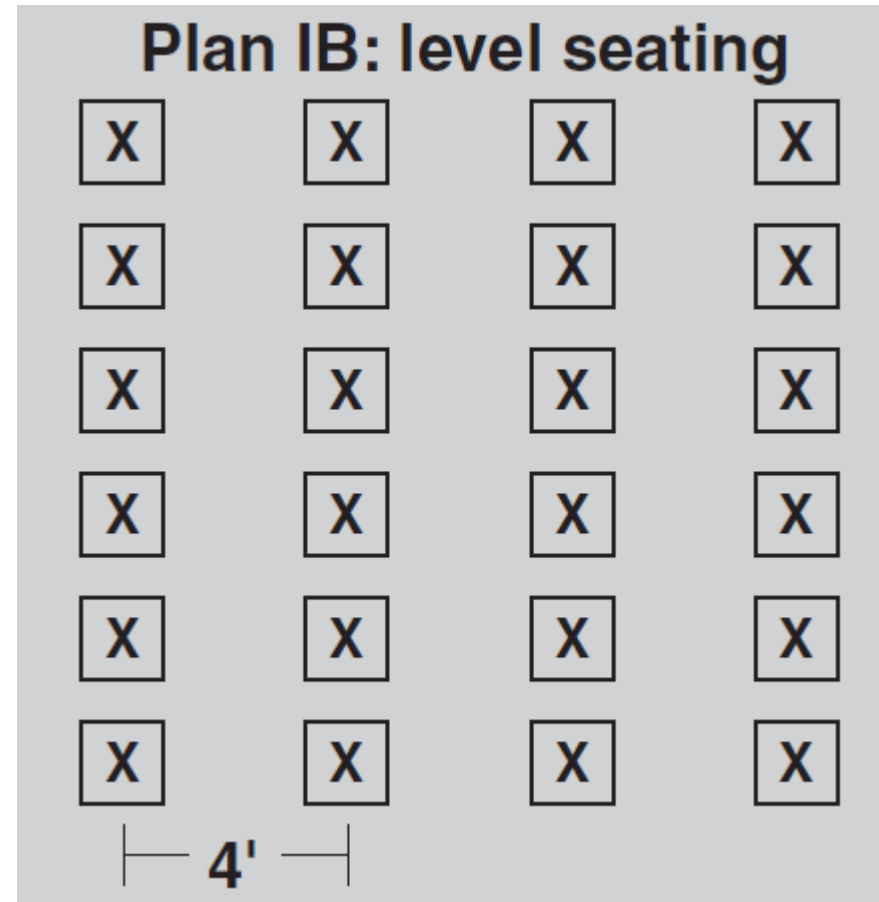
(slide 1 of 4)

Plan IA: level seating



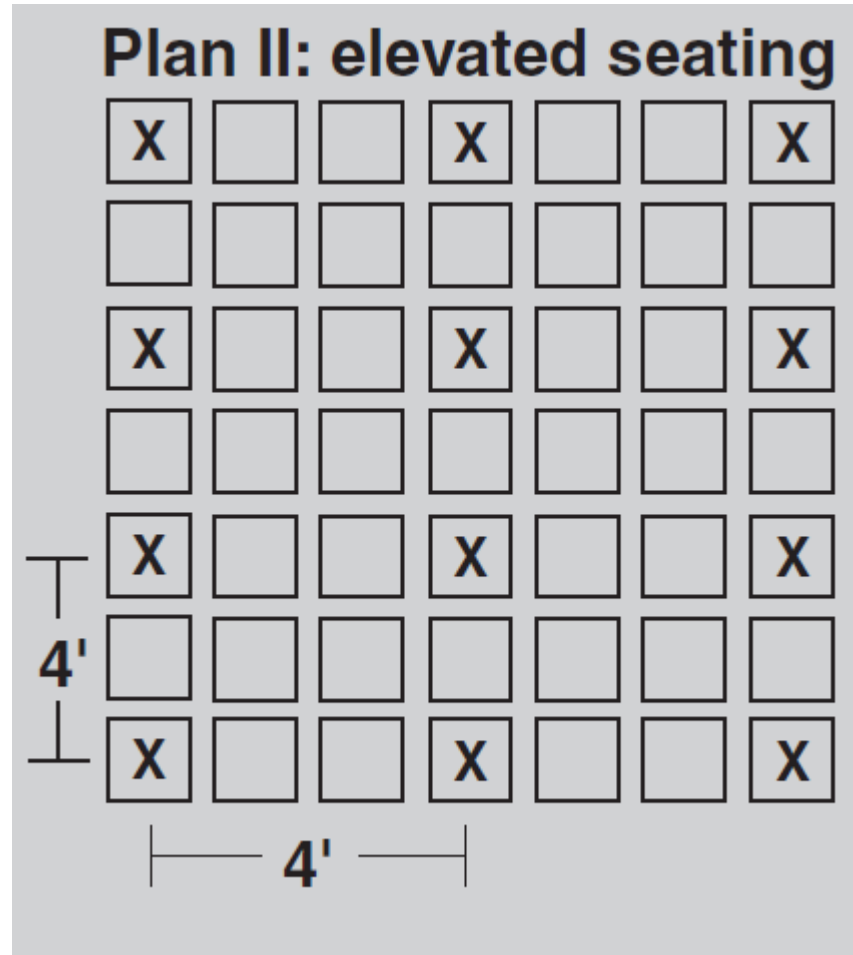
Sample Seating Plans

(slide 2 of 4)



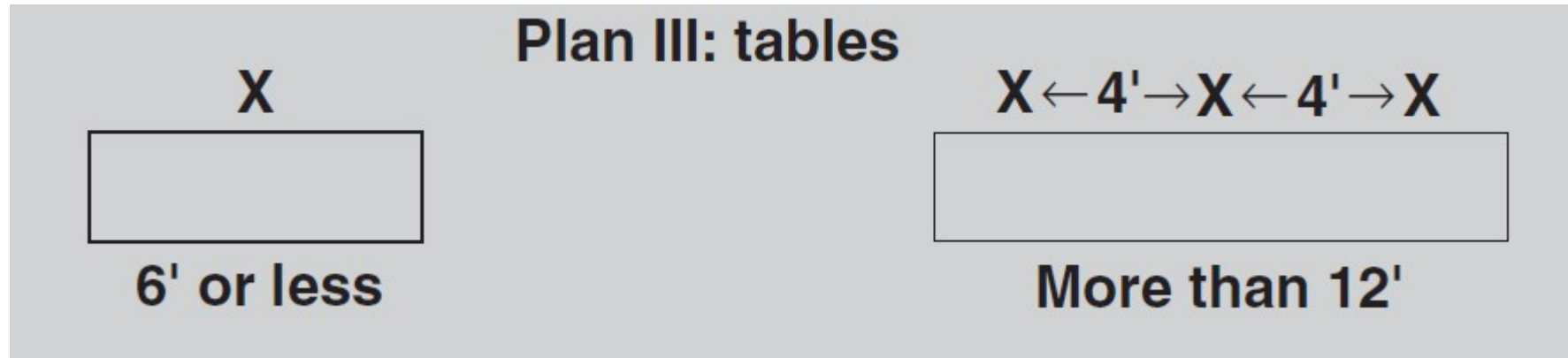
Sample Seating Plans

(slide 3 of 4)



Sample Seating Plans

(slide 4 of 4)



Planning for Staffing Needs

- The size of cohort testing, number of testing rooms and number of students in each room determine number of staff needed.
 - Formulas available in Test Center Supervisor Manual
- Test Day staff requirements
 - Not employed by an outside test-prep company.
 - Have not taken the SAT within 180 days of the administration date.
 - Does not have to be comprised of only teachers.
 - Check with your school/district for their own policies about this.
 - Some schools utilize aides, paras, substitutes, coaches.

Staff with Household Members Who Will be Testing

- Staff with children or those who have students residing in the same household cannot have access to any test materials for the same assessment(s) the child is taking before, during, or after test day. For example:
 - If a staff member's child will be taking the SAT, he/she cannot serve as testing staff for the SAT, however he/she may serve as testing staff for PSAT 10 or PSAT 8/9.
 - If an SSD Coordinator has a child who will be taking the SAT, he/she can serve as testing staff in the non-standard room, provided their child is testing in the standard room.
 - It is possible for test day staff to serve multiple roles in a small test center. We recommend the Test Center Supervisor remain in the test room and have the additional test day staff serve the Hall Monitor. However, for large test centers we recommend the Associate Supervisors be in the testing rooms, with appropriate number(s) of Proctors and Hall Monitors. The Test Center Coordinator then can float around the test center, assisting with questions and resolving any issues that may arise.

Planning for Staffing Needs (slide 1 of 3)

- Unless your school tests only a few students, you will need additional staff to assist the Test Center Supervisor.
- There should be a minimum of one Associate Supervisor (head proctor) for every 34 students.
- For rooms with more than 34 students, assign additional proctors to help.
- At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

Apply the ratios listed here on a room-by-room basis.

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Proctors
For a Single Standard Testing Room	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
For a Single Nonstandard Testing Room	
1 – 10	0
More than 10	1

Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

Planning for Staffing Needs (slide 2 of 3)

How can different room configurations change staffing needs?

- Example:
 - Your school is testing 100 juniors for SAT School Day
- Room configuration option #1
 - Using 4 classrooms of 25 students each
 - 5 staff members needed

Test Center Supervisor

Associate
Supervisor for
Room #1

Associate
Supervisor for
Room #2

Associate
Supervisor for
Room #3

Associate
Supervisor for
Room #4

Planning for Staffing Needs (slide 3 of 3)

How can different room configurations change staffing needs?

- Example:
 - Your school is testing 100 juniors for SAT School Day
- Room configuration option #2
 - Using the gym to test all 100 students together
 - 4 staff members needed

Test Center Supervisor

Associate Supervisor

Proctor

Proctor

Training for Test Center Supervisors

Test Center Supervisor Training

- Online Training
 - Access available through [College Board Professional Account](https://account.collegeboard.org/professional/viewCreateAccountAction?appId=120&DURL=https://account.collegeboard.org/professional/dashboard) (https://account.collegeboard.org/professional/viewCreateAccountAction?appId=120&DURL=https://account.collegeboard.org/professional/dashboard)
 - **Mandatory**
 - Approximately 45 minutes to 1 hour to complete, broken up into modules
 - Must be completed by each individual supervisor once.
- Training Kit
 - Hard copies of manuals, test day forms and publications
 - Shipped to schools on **February 5, 2016**, will arrive approximately a week later.

Training for Other Test Day Staff

- Associate Supervisor Training
 - Online Training, similar to Test Center Supervisor Training
 - Available through College Board Professional Account
 - Approximately 25 minutes to complete
- Proctor and Hall Monitor Training
 - Printed materials available, distributed by Test Center Supervisor
 - Webinar, approx. 15 minutes to view, will be available on the [College Board/Michigan website](http://www.collegeboard.org/Michigan) (<http://www.collegeboard.org/Michigan>)

The SAT School Day Testing Manual

REVISED FOR

MARCH AND APRIL 2016

USE FOR THE

Redesigned SAT

The SAT® School Day Testing Manual

Provide a fair testing environment for the redesigned SAT® with:



TEST CENTER SETUP
AND MANAGEMENT



TESTING ROOM PROCEDURES
FOR SCHOOL DAY



SECURITY REQUIREMENTS



OFFICIAL TEST DAY SCRIPTS
FOR STANDARD AND
ACCOMMODATED TESTING



STAFF AND FACILITY
REQUIREMENTS

IMPORTANT: Use this manual only to administer SAT School Day in March and April 2016.

 CollegeBoard

SAT®

mme

Michigan Merit Examination

 CollegeBoard

Test Materials Delivery

- Expect three shipments 1)student data questionnaires, 2)Pre-ID labels and answer sheets, and 3)test materials.
- Standard Test materials will be addressed to the Test Center Supervisor at the attending institution address and will arrive 2-3 weeks before testing.
 - Let office staff know to expect the delivery. Use the Secure Site to look up shipment tracking information.
 - Must be stored securely, in school safe, once delivered.
 - Check contents of boxes within 24 hours of delivery using packing lists.
 - Contact Test Administration Services (TAS) immediately if there is a problem with your shipment – see Supervisor’s Manual for specific instructions.
 - Check materials daily until test day.
 - Contact TAS immediately if materials show evidence of tampering.
- Non-Standard test materials for students on the NAR will be addressed to the SSD Coordinator.
 - Procedures for keeping materials secure are consistent with those for standard materials.

Test Day

- Test day processes are covered in depth in online training/webinars as well as in printed Testing Manuals.
- Make sure you have the printed manuals with you on test day for quick and easy reference.
- The manuals and online trainings/webinars cover:
 - Check-in
 - Materials distribution
 - Active monitoring
 - Addressing challenges and testing irregularities
 - Materials packaging and return

Test Materials Return – SAT (slide 1 of 2)

- On April 11th the Test Center Supervisor will receive an email from TAS with information about custom courier test materials pick-up
 - The email may include a confirmation number along with the date and time of the pick-up.
 - If this service is not available in your area, Supervisors will receive an email with alternate directions for returning their materials.
- Once testing is complete, package **all** materials for shipment
 - Detailed instructions are included in test materials boxes and in the Test Center Supervisor's Manual.
 - Prepaid shipping labels, with the correct addresses for each box, are included with the test materials.
- Follow packing and addressing instructions exactly
 - Test books, answer sheets, and test day forms are sent to different locations and explicit shipping instructions are in in the manual
 - Errors in packing or shipping will lead to score delays for students.
 - If you have any questions, contact TAS for assistance.
- Schools will need to return test materials separately for each assessment. Refer to each test's Supervisor's Manual to ensure that your materials are returned correctly.

Test Materials Return – SAT (slide 2 of 2)

RETURNING

Used Answer Sheets and Forms

Assemble and pack materials 1-7 in the sequence shown. SSD Coordinators: Follow instructions given in Section G of *The SAT School Day Testing Manual*.

- 7 Test Supervisor's Report Form
- 6 Annotated online rosters (including nonstandard test-takers)
- 5 Green Envelope
 - Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the green envelope.
- 4 Gray Envelope
 - Include only the materials listed to the right in this envelope.
- 3 Ancillary items not included in all test administrations (see box at bottom right for a list).
- 2 Large-block used answer sheets
- 1 Regular used answer sheets

Green Envelope

Include only:

- School Day Test Day Registration Book Transmitted form
- Registration form from students registering on test day
- Eligibility Approval Letters for students with disabilities

Gray Envelope

Include only:

- Testing Room Materials Reporter Setting Charts
- SAT[®] Testing Staff Agreement form
- Supervisor's Impugatory Reports (SIRs)
- Defective test books
- Request to Cancel Test Scores form

Ancillary Items

The following items will occasionally be associated with an administration, and must be placed on top of the used answer sheets:

- White envelope containing test books with answers marked inside and associated used answer sheets
- Used answer sheets with replaced marks
- Test books containing answers that must be transmitted (due to insufficient or defective answer sheets)

Prelabeled Shipping Box or Envelope

UPS Return Label

Note this tracking number for your records

Note reference number for your records

Print your carrier name and number here

Print this box number and total number of boxes being sent (e.g., Box 1 of 2)

PSM A021117CE Return Label

- Use the prelabeled courier return box/envelope that came with your test materials. Do not cover preapplied labels with another label, or place another label on the same box.
- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples. Do not wrap them in anything.

3

RETURNING

Test Books and Unused Answer Sheets

- 1 **PACK**
 - Use carton(s) from original test materials shipment.
 - Include only the items shown below.
- 2 **SEAL**
 - Use supplied tape.
 - Remove, cover, or cross out the original shipping labels.
- 3 **LABEL**
 - Use supplied preprinted TR RETURNS labels. (Supplied labels may be different from sample shown here.)
 - Do not put two return labels on one box, or cover a return label with another label. Place new label on box.
 - Write down tracking number for your records.
 - If your label is missing, ship by traceable carrier to:

Internal Processing Center
250 Ludlow Drive
Ewing, NJ 08638
- 4 **SHIP**
 - Call 1-800-PICK-UPS to arrange for pickup during regular school stops or to schedule a special pickup.
 - OR Place the prelabeled package in a UPS drop box.
 - OR Take the package to any UPS customer center.

IMPORTANT NOTES:

- Do not put answer sheets inside test books.
- For more information about returning materials, see *The SAT School Day Testing Manual*.

4

SAT School Day Customer Support Contacts

Support for Michigan School Day participants available at:

College Board Customer Care for any Test Center Supervisor/teacher/administrator

- **(866) 870-3127**
- michiganadministratorsupport@collegeboard.org

ETS Test Administrative Services for Test Center Supervisors (primarily for test-day concerns)

- (800) 257-5123 or tas@ets.org

SSD Support for SSD Coordinators (help with submitting approvals or checking approval status)

- (844) 255-7728 or ssd@info.collegeboard.org

Counselor Hotline for School Counselors

- (888) SAT-HELP (728-4357)

SAT Helpline for Students and Parents

- (866) 756-7346

SSD Support for Students and Parents

- (212) 713-8333

Appendix: Accommodations Matrix

Timing

	MDE Accommodation	CB Accommodation	College Reportable
1.	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	Late Start	Yes
2.	Extended assessment time	Extended time (50%, 100%, more than 100%)	Yes
3.	Frequent supervised breaks	Extra breaks, Extended Breaks or Breaks as Needed	Yes
4	Limited time per day testing/multiple day testing	Limited timed testing	Yes

Appendix: Accommodations Matrix

Setting

	MDE Accommodation	CB Accommodation	College Reportable
5.	Administration of the assessment in an alternate education setting (in school) with appropriate supervision (e.g., bilingual/English setting, special education setting, distraction free space)	Small group, One-to-One, or Other Modified Setting	Yes - Student must have a disability.
6.	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., Homebound, medical care facility)	Home/Hospital Setting	Yes
7.	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Home/Hospital Setting; Other Modified Setting	Yes - Whether/which accommodation is needed may depend on test setting. Separate CB process to handle testing in alternative schools/juvenile facilities.
8.	Administration of the assessment individually or in a small group	Small group or One-to-One	Yes
9.	Placement of student where he/she is most comfortable (e.g., front of room)	Preferential Seating	Yes
10.	Use of accommodated seating, special lighting, or furniture	Other modified setting	Yes - Type of seating should be specified in request
11.	Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	Other modified setting	Yes
12.	Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	Other	Yes - Requested aid should be specified in request
13.	Placement of teacher/proctor near student	Preferential Seating	Yes
14.	Placement of student near door	Preferential Seating	Yes

Appendix: Accommodations Matrix

Presentation (slide 1 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
15.	Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task. However, student cannot be cued to move to next question.	Other	Yes - Student cannot be cued to move on to next question. Student may be advised of amount of time remaining.
16.	Reading aloud the Reading, Writing, and Mathematics assessments using a reader script to an individual student or in small groups of no more than 5 students	Reader	Yes - Must be read in a 1:1 setting
17.	Use of audio versions of assessment in English	MP 3 Audio Test Form, Assistive Technology Compatible Test Form	Yes
18.	Use of audio versions of assessment in English for English learners who are also Students with Disabilities or have 504 plans addressing the need for audio support options	MP 3 Audio Test Form, Assistive Technology Compatible Test Form	Yes - Student must have a disability.
19.	Directions provided using sign language – American Sign Language (ASL) or Exact English Signing (EES)	Sign Language Interpreter for Oral Instructions	Yes
20.	Sign the Mathematics American Sign Language (ASL)	Other	Yes
21.	Use of calculator/talking calculator (four-function calculator) on non-calculator sections of the mathematics assessment.	Four-Function Calculator	Yes - Four-function calculators only for non-calculator sections. Talking calculators for calculator-permitted sections can be requested under Assistive Technology
22.	Use of arithmetic tables	Other	Yes - Tables for addition, subtraction, multiplication and division (no formulas) are reportable.
23.	Use of an abacus	Other	Yes

Appendix: Accommodations Matrix

Presentation (slide 2 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
24.	Use of auditory amplification devices or special sound systems	Auditory Amplification / FM System	Yes
25.	Use of visual aids (e.g., closed circuit television, magnification devices)	Magnifying machine	Yes - Devices cannot be connected to internet or be able to record images
26.	Use of Braille and enlarged print versions of assessment	Braille Large Print (14 point, 20 point or greater than 20 point)	Yes
27.	Use of a page turner	Other (or scribe)	Yes - If student is approved for a scribe, scribe may turn pages. Otherwise, can be approved under "Other".
28.	Use of non-skid surface that will not damage the answer document or scanning equipment	Other	Yes
29.	Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	Other Reading/Seeing	Yes
30.	Use of screen reader/text-to-speech on Reading assessment	Assistive technology and Assistive Technology Compatible Format	Yes
31.	Student points to answers or writes directly in assessment booklet (transferred to document by teacher) or large block (non-bubble) answer sheet	Record answers in test book (if writing answers). Writer/Scribe (if pointing)	Yes
32.	Student responds orally (e.g., student tells assessment administrator which answer they are selecting)	Writer/Scribe	Yes
33.	Use of a scribe for constructed response items for writing	Writer/Scribe	Yes

Appendix: Accommodations Matrix

Presentation (slide 3 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
34.	Use of augmentative/alternative communication devices, e.g., picture/symbol communication boards, speech generating devices	Assistive technology	Yes - Requests considered individually based on documentation submitted. Reportability dependent on nature of device required.
35.	Use of speech to text word processor for responses to Reading and writing	Assistive technology	Yes
36.	Use of special adaptive writing tools such as pencil grip or larger pencil	Other record answers	Yes
37.	Use of additional paper, for recording answers	Other record answers	Yes - No lined or graph paper for reportable scores
38.	Use of alternative writing position (e.g., desk easel, student standing up)	Other modified setting	Yes
39.	Use of computer or word processor for Reading, writing with the following features disabled: spell check, thesaurus, grammar check	Computer	Yes
40.	Use of Braillewriter or electronic Braillewriter for Reading and writing with the following features disabled: spell check, thesaurus, grammar check	Braille writer	Yes
41.	Use of computers with alternative access for an alternative response mode, e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice	Assistive technology	Yes

Appendix: Accommodations Matrix

State Allowed Non-College Reportable

	MDE Accommodation	CB Accommodation	College Reportable
42.	Reading all assessment directions in student's native language	State Allowed Accommodation	State Allowed - non-college reportable
43.	Reading content and questions in the student's native language.	State Allowed Accommodation	State Allowed - non-college reportable
44.	Use of bilingual word-for-word-non-electronic translation glossary for English language learners	State Allowed Accommodation	State Allowed - non-college reportable
45.	Sign the Reading, Writing, and Mathematics Assessments - Exact English Signing (EES)	Other	State Allowed – non-college reportable if ASL is used for signing test questions (oral directions only are reportable). EES may be approved for signing test, with reportable scores, if student has both a reading and hearing impairment.
46.	Sign the Reading and Writing Assessments - ASL	State Allowed Accommodation	State Allowed - non-college reportable
47.	Student responds in ASL for Reading and Writing	State Allowed Accommodation	State Allowed - non-college reportable
48.	Student responds in sign language for Reading and Writing (Exact English Only)	Other recording answers	American Sign Language is not. Exact English Signing is reportable.
49.	Student responds in ASL for Mathematics - State Allowed - non-college reportable	State Allowed Accommodation	State Allowed - non-college reportable
50.	Student responds in Signed Exact English for Mathematics,	Other recording answers	Exact English Signing is reportable. American Sign Language is not.
51.	Clarification/Paraphrasing assessment directions	Accommodation not needed	State Allowed - non-college reportable Repeating directions verbatim is allowed for all students and does not require an accommodation request and results in college reportable.

Appendix: Disability Mapping (slide 1 of 3)

Michigan Classification	College Board Disability
Specific Learning Disability	Learning Disability <ul style="list-style-type: none"> - Reading Disorder - Learning Disorder not Otherwise Specified - Disorder of Written Expression - Mathematics Disorder
Other Health Impairment (if health impairment is Attention-Deficit/Hyperactivity Disorder)	Attention-Deficit/ Hyperactivity Disorder <ul style="list-style-type: none"> - AD/HD Combined Type - AD/HD Predominantly Inattentive Type (ADD) - AD/HD Predominately Impulsive/Hyperactive
Autism Spectrum Disorder	Autism Spectrum Disorders <ul style="list-style-type: none"> - Autistic Disorder - Asperger's Disorder - Pervasive Development Disorder (PDD)
Hearing Impairment	Hearing <ul style="list-style-type: none"> - Deaf - Hard of Hearing - Central Auditory Processing - Other Hearing Impairment
Visual Impairment	Visual <ul style="list-style-type: none"> - Blind - Legally Blind - Low Vision/Visually Impaired - Convergence Insufficiency (Documentation required) - Other Visual Disorder (Documentation required)

Appendix: Disability Mapping (slide 2 of 3)

Michigan Classification	College Board Disability
Physical Impairment Otherwise Health Impaired Traumatic Brain Injury	Physical/Medical <ul style="list-style-type: none"> - Cerebral Palsy - Diabetes - Hydrocephalus - Spina Bifida - Sickle Cell Disease - Neurofibromatosis - Juvenile Rheumatoid Arthritis/Arthritis - Lyme Disease - Muscular Dystrophy - Guillain-Barre Syndrome - Crohn's Disease - Chronic Fatigue Syndrome - Cancer - Epstein Barr - Narcolepsy/Sleep Disorder - Epilepsy/Seizure Disorder - Traumatic Brain Injury - Other Physical/Medical Disorder
Speech and Language Impairment	Communication Disorder/Speech and Language <ul style="list-style-type: none"> - Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder - Language Disorder/Mixed Receptive-Expressive Language Disorder - Phonological Disorder (Documentation required) - Other Communication/Speech and Language Disorder (Documentation required)

Appendix: Disability Mapping (slide 3 of 3)

Michigan Classification	College Board Disability
Cognitive Impairment	Intellectual Disability <ul style="list-style-type: none">- Intellectual Disability
Emotional Impairment Some of the College Board disabilities may also be conditions teams used to find the student eligible under Other Health Impairment under the Michigan Administrative Rules for Special Education.	Psychiatric <ul style="list-style-type: none">- Generalized Anxiety Disorder- Panic Disorder- Post-Traumatic Stress Disorder- Depression/Depressive Disorder- Bipolar Disorder- Obsessive-Compulsive Disorder- Schizophrenia Spectrum Disorder- Oppositional Defiant Disorder- Tourette's Syndrome/Tic Disorder- Other Psychiatric Disorder
Severe Multiple Impairment	Other <ul style="list-style-type: none">- Multiply Handicapped- Other (Documentation Required)- Dysgraphia